



R D Schroder Middle

7224 Highway 162
Hollywood, SC 29449

Grades	6-8 Middle School	
Enrollment	268 Students	
Principal	Sheryl A. Biss	843-889-2391
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

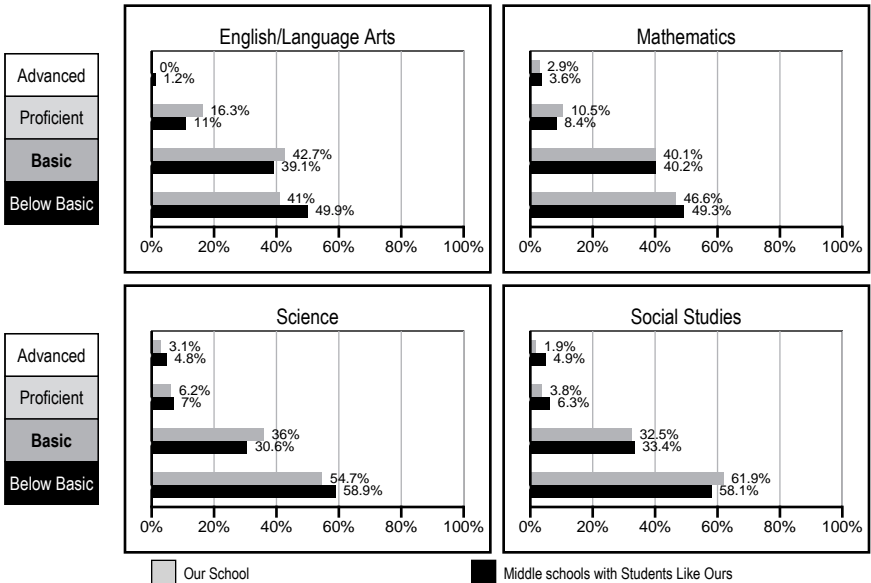
98.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	52

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	81.6	83.7
English 1	0	80.2
Physical Science	0	37.9
All Subjects	81.6	80.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=268)				
Students enrolled in high school credit courses (grades 7 & 8)	19.8%	Down from 29.8%	11.3%	19.4%
Retention rate	9.9%	Up from 2.6%	3.4%	1.8%
Attendance rate	96.4%	No Change	95.0%	95.8%
Eligible for gifted and talented	0.0%	Down from 8.4%	4.2%	15.3%
With disabilities other than speech	10.8%	Up from 10.4%	13.5%	12.9%
Older than usual for grade	11.9%	Up from 3.6%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	23.5%	Up from 14.1%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	52.2%	Up from 44.0%	54.3%	55.0%
Continuing contract teachers	43.5%	Down from 52.0%	56.0%	70.6%
Teachers with emergency or provisional certificates	16.7%	Down from 23.8%	18.8%	5.4%
Teachers returning from previous year	61.2%	Down from 63.1%	76.4%	83.4%
Teacher attendance rate	94.6%	Up from 94.5%	94.7%	94.9%
Average teacher salary	\$45,585	Up 9.9%	\$43,167	\$44,706
Professional development days/teacher	15.3 days	Up from 7.4 days	13.2 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 21.1 to 1	15.6 to 1	20.1 to 1
Prime instructional time	90.0%	Up from 89.5%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 100.0%	98.0%	98.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil*	\$9,744	Up 18.0%	\$9,135	\$7,097
Percent of expenditures for instruction*	55.9%	Down from 58.3%	63.0%	64.4%
Percent of expenditures for teacher salaries*	48.7%	Down from 51.3%	55.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

R. D. Schroder Middle School is a Title 1 school in rural Charleston County located in the town of Hollywood. The school has an enrollment of 260 students in grades six, seven, and eight. The student population is predominantly African American, with 90% of the students coming from poverty and qualifying for free or reduced lunch.

The overall goal of our school is to improve student achievement, instill a thirst for life-long learning, and establish positive school habits that will enable all students to complete high school.

Our students' academic performance is measured using the Palmetto Achievement Challenge Test (PACT). Our school received an absolute rating of unsatisfactory on the 2007 School Report Card and did not achieve the AYP performance goals for the fifth consecutive year.

There are many variables that impact student performance at Schroder, which include:
 1. Teacher expectations, 2. Classroom practices, 3. Parental involvement, 4. Teacher retention, 5. Student motivation, and 6. Classroom management. There have also been numerous changes in the school's administration over the past five years, which has contributed to a lack of continuity in programmatic initiatives. Currently, our school has implemented the following strategies to address the challenges listed above: 1. Work with teachers on setting high expectations for our students, 2. Provide professional development for all staff on middle school "best practices," 3. Construct Academic Plans that include goals for the current year for every student, 4. Identify students who need support services in reading and mathematics and have been scheduled into READ 180 and/or Academy of Reading/Math.

Students also have the opportunity to enroll in 21 Century Afterschool program or Schroder Afterschool Help. The Citadel has assisted teachers in disaggregating the MAP tests.

In order to meet the performance goals set by the No Child Left Behind Legislation (Adequate Yearly Progress), Schroder has developed a "Corrective Action Plan" that includes the following initiatives: 1. Scientific, research-based professional development training for our staff, 2. Extending the length of the school day for our target population, and 3. Added a reading teacher at every grade level who will stress literacy applications in all content areas.

Our School Improvement Council, faculty, staff, and parents have adopted the following initiatives for the 2008-2009 School Year: 1. Continue to follow the coherent curriculum, 2. Use MAP data to drive instruction, 3. Observe classroom instruction and provide immediate feedback to teachers, 4. Provide job-embedded, professional staff development training for all staff, 5. Continue our school-wide literacy focus, 6. Implement Positive Behavior Support Model.

Sheryl Biss, Principal
 Doc Matthews, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	89	38
Percent satisfied with learning environment	54.2%	70.5%	75.0%
Percent satisfied with social and physical environment	91.7%	71.9%	60.5%
Percent satisfied with school-home relations	41.7%	78.4%	65.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	33.3%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	257	100	41	42.7	16.3	0	22.6	53.5	48.2	No	Yes
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Gender

Male	145	100	48.1	41.5	10.4	0	15.6	47.3	41.7	N/A	N/A
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Female	112	100	31.7	44.2	24	0	31.7	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	19	100	20	53.3	26.7	0	33.3	77.6	60	I/S	I/S
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African American	229	100	42.6	41.7	15.7	0	22.2	32.1	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	29	100	77.8	18.5	3.7	0	3.7	20.4	16	I/S	I/S
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Migrant Status

Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	221	100	42.6	43.1	14.4	0	21.1	33	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	257	100	43.9	42.7	10	3.3	21.8	49.7	45.8	No	Yes
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Gender

Male	145	100	45.9	40.7	11.1	2.2	20	49.5	45.6	N/A	N/A
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Female	112	100	41.3	45.2	8.7	4.8	24	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	19	100	13.3	53.3	26.7	6.7	40	75.6	59	I/S	I/S
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African American	229	100	46.3	41.2	9.3	3.2	21.3	26.2	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	29	100	63	33.3	0	3.7	3.7	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	221	100	45.9	42.1	9.1	2.9	20.6	28.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	172	98.8	54.7	36	6.2	3.1	9.3	39.2	35.7	96.4	96
Gender											
Male	96	100	57.8	32.2	5.6	4.4	10	40.8	37.4	95.7	95.8
Female	76	97.4	50.7	40.8	7	1.4	8.5	37.6	33.8	97.3	96.1
Racial/Ethnic Group											
White	11	100	25	25	12.5	37.5	50	66.4	49.2	95.2	96.1
African American	154	98.7	57.1	35.4	6.1	1.4	7.5	15.3	17	96.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	92.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	22	100	85	10	0	5	5	16.6	14	96.5	94.7
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	90.3	96.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	92.1	96.3
Socio-Economic Status											
Subsided meals	145	98.6	60.1	31.9	5.8	2.2	8	17.1	21.1	96.5	95.5

Social Studies

All Students	169	100	61.9	32.5	3.8	1.9	5.6	40.2	34	96.4	96
Gender											
Male	97	100	60.4	34.1	3.3	2.2	5.5	42	36.6	95.7	95.8
Female	72	100	63.8	30.4	4.3	1.4	5.8	38.3	31.3	97.3	96.1
Racial/Ethnic Group											
White	14	100	36.4	36.4	18.2	9.1	27.3	63.3	44.5	95.2	96.1
African American	148	100	64.1	32.4	2.8	0.7	3.5	19.1	19.1	96.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	92.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	23	100	90.9	9.1	0	0	0	18.2	14.4	96.5	94.7
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	90.3	96.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	92.1	96.3
Socio-Economic Status											
Subsided meals	150	100	61.1	34	3.5	1.4	4.9	20.1	21	96.5	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	87	100	34.1	45.1	14.6	6.1	20.7
	7	96	97.9	52.7	27.5	19.8	0	19.8
	8	116	100	46.8	46.8	6.4	0	6.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	100	15.4	53.8	30.8	0	30.8
	7	84	100	45.1	41.5	13.4	0	13.4
	8	98	100	55.4	35.9	8.7	0	8.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	87	100	29.3	37.8	24.4	8.5	32.9
	7	96	99	27.2	52.2	15.2	5.4	20.7
	8	116	100	54.1	41.3	3.7	0.9	4.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	100	30.8	41.5	20	7.7	27.7
	7	84	100	41.5	48.8	6.1	3.7	9.8
	8	98	100	55.4	38	6.5	0	6.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	44	100	48.8	41.5	9.8	0	9.8
	7	95	99	58.2	37.4	3.3	1.1	4.4
	8	58	100	50	41.1	7.1	1.8	8.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	39	97.4	38.2	41.2	11.8	8.8	20.6
	7	84	100	62.2	31.7	4.9	1.2	6.1
	8	49	98	53.3	40	4.4	2.2	6.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	43	100	26.8	48.8	22	2.4	24.4
	7	95	100	55.4	35.9	7.6	1.1	8.7
	8	57	100	49.1	45.3	5.7	0	5.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	36	100	16.1	74.2	9.7	0	9.7
	7	84	100	80.5	14.6	1.2	3.7	4.9
	8	49	100	59.6	36.2	4.3	0	4.3

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample